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EFFORT INCREASES LEARNING RESULTS STUDENT CLASS VII B SMP NEGERI 7 CIMAH I IN SUBSEQUENT DIFFERENCE THROUGH COOPERATIVE LEARNING MODEL TYPE STAD

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Abstract

This Research Entitled: Efforts to Improve Student Results Class VII B SMP Negeri 7 Cimahi In The Main Stage Through the Cooperative Learning Model Type STAD. This study reveals the problem: Is Learning in the Main Stage Through Cooperative Learning Model Type STAD can improve Student Learning Outcomes? In accordance with the problems mentioned above, the purpose of this study is to determine the effectiveness of learning in the subject of the set through cooperative learning model type STAD can improve student learning outcomes. This research was conducted on the students of class VII B SMP Negeri 7 Cimahi with 35 students, consisting of 17 male students and 18 female students. This study was conducted in two cycles with the results of data processing showed that the material "Himpunan" students experience improvement in achievement after using STAD type cooperative learning model that is in the first cycle students' learning mastery reaches 25.71% with an average value of 63.71; on the second cycle of student learning completeness reached 88.57% with an average value of 77.29. Based on the result of research, it is known that Through Model Learning Cooperative Type STAD can improve student learning outcomes. Therefore this learning model should be applicable by the teacher when the teaching and learning process takes place as an alternative model of learning on certain topics.

Keywords: Learning Outcomes, Set, Cooperative Learning Model Type STAD

Abstrak

Penelitian ini Berjudul : Upaya Meningkatkan Hasil Belajar Siswa Kelas VII B SMP Negeri 7 Cimahi Dalam Pokok Bahasan Himpunan Melalui Model Pembelajaran Kooperatif Tipe STAD. Penelitian ini mengungkapkan permasalahan : Apakah Pembelajaran Dalam Pokok Bahasan Himpunan Melalui Model Pembelajaran Kooperatif Tipe STAD dapat meningkatkan Hasil Belajar siswa ? Sesuai dengan permasalahan tersebut di atas, tujuan dari penelitian ini adalah untuk mengetahui efektifitas pembelajaran dalam Pokok Bahasan Himpunan Melalui Model Pembelajaran Kooperatif Tipe STAD dapat meningkatkan Hasil Belajar Siswa. Penelitian ini dilakukan terhadap siswa kelas VII B SMP Negeri 7 Cimahi dengan jumlah siswa sebanyak 35 orang, terdiri dari 17 orang siswa laki-laki dan 18 orang siswa perempuan. Penelitian ini dilaksanakan dalam dua siklus dengan hasil pengolahan datanya menunjukkan bahwa pada materi "Himpunan" siswa mengalami peningkatan prestasi setelah menggunakan model pembelajaran kooperatif tipe STAD yaitu pada siklus I ketuntasan belajar siswa mencapai 25,71 % dengan nilai rata-rata 63,71; pada siklus II ketuntasan belajar siswa mencapai 88,57 % dengan nilai rata-rata 77,29. Berdasarkan hasil penelitian, diketahui bahwa Melalui Model Pembelajaran Kooperatif Tipe STAD dapat meningkatkan hasil belajar siswa. Oleh karena itu

seyogyanya Model pembelajaran ini dapat diterapkan oleh guru ketika proses belajar mengajar berlangsung sebagai salah satu alternatif model pembelajaran pada topik – topik tertentu.

Kata Kunci: Hasil Belajar, Himpunan, Model Pembelajaran Kooperatif Tipe STAD

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INTRODUCTION

Teaching and learning process (PBM) is the most important activity, in the overall educational efforts because through this process the goal of education will be achieved in the form of changes in the behavior of learners. There are three elements that must exist in the learning process of students, teachers and something that is expected after the learning activities. Saputra VD and Yuniawan, A (2012)

In the process of learning, especially the subject of mathematics, not all students have the same ability in capturing and receiving subject matter given by the teacher. There are students who are fast, some are moderate and even some are slow in receiving the subject matter.

Based on the experience of researchers in the field, math lesson is a lesson that is considered scary for most students, many students have difficulty in learning so that not a few of them end up not enjoying the lesson and will eventually have a negative impact on student learning outcomes. This makes the thinking material for teachers how to math lessons is not considered a scary subject and to be liked by students so that students' learning outcomes are expected to increase.

One of the reasons students do not like math lesson is how the way the teacher in teaching it. Students will feel bored and bored if the teacher just teach in the conventional way is by lecturing. Teachers must be creative in mixing the way of teaching such as teachers should use many models - learning models that vary in accordance with certain topics. With innovative learning models, students are expected to feel interested in learning math and ultimately will be able to improve student learning outcomes.

Based on this case, this research entitled "Efforts to Improve Student Results Class VII B SMP Negeri 7 Cimahi in the Main Stage Through Model Cooperative Learning Type STAD " This study takes the set material, as most students have difficulty in this material. Based on the experience of teachers in the field most students get the value of ≤ 70 or under minimal mastery.

Understanding of Learning Outcomes

According to Thobroni and Musthofa (in Kurniawati, E & Aththibby, 2014) learning outcomes are the achievements of a student with a variety of well-defined behaviors.

The result of mathematics learning is the result obtained from a series of efforts in learning mathematics to gain new experience or knowledge. Amin, A & Suadirman, SP (2016). Meanwhile, according to Ajigoena (2014) the result of learning mathematics is a change in the behavior of learners due to learning caused by the achievement of mastery or a number of materials provided in the learning process where the results can be changes in cognitive, affective and psychomotor aspects.

Based on some opinions above can be concluded that the learning outcome is a change or student achievement in a particular topic that is the result of the process of learning activities in the form of knowledge, attitude and skills.

Understanding Model Cooperative Learning STAD type

According to Dahlan (in Isjoni, 2013), the teaching model can be interpreted as a plan or pattern used in compiling the curriculum, organizing the subject matter, and giving instructions to teachers in the classroom. While learning according to Muhammad Surya (in Isjoni, 2013) is a process of change made by individuals to obtain a new behavior change as a whole, as a result and experience of the individual itself in interaction with the environment. The learning model according to Joice and Weil (in Isjoni, 2013) is a pattern or plan that has been planned in such a way and used to develop the curriculum, organize the subject matter, and instruct the teacher in his class. According Slavin (in Isjoni, 2013) put forward, "In cooperative learnings methods, students work together in four members teams to master material initially presented by the teacher". From the description can be stated that the Cooperative Learning is a learning model where the system of learning and working in small groups of 4-6 people in a collaborative way that can stimulate students more passionate in learning. STAD type learning method is one type of cooperative that emphasizes the existence of activities and interactions among students to mutually motivate and help each other in mastering the subject matter in order to achieve maximum performance.

Slavin says (in Abdul Majid, 2013) STAD is one of the simplest methods of cooperative learning, and is the best model for the early stages for new teachers using cooperative approach. STAD consists of five main components, namely: 1) class presentation; 2) team; 3) quiz; 4) individual progress scores; 5) team recognition

First , the class presentation. The first material introduced in STAD is a presentation in the classroom. This is a direct teaching as is often done or discussed led by the teacher, but can also include audiovisual presentations. The difference in class percentage with ordinary teaching is that the presentation should really focus on the STAD unit. In this way the sia will realize that they should really give their full attention during the class presentation, as it will help them to do quizzes and quiz scores to determine their team score.

Second , learn in teams. Students are divided into groups of 4-5 people, where they perform the assigned tasks. If there are difficulties, students who feel able to help students who have difficulty. The main function of this team is to ensure that all team members are really learning, and more specifically to prepare their members to do the quiz well. After the teacher presents the materials, the team gathers to learn activity sheets or other materials.

Third , the individual tests. After the learning is complete, proceed with an individual test (quiz). Among students are not allowed to help each other in the quiz work. So each student is individually responsible for understanding the material.

Fourth , individual development score. Furthermore, the scores obtained from the test results were recorded by the teacher for comparison with the results of previous achievements. Team score was obtained by adding an increase score of all members in one team. The average value is gained by dividing the number of increment scores divided by the number of team members.

Fifth , the team rewards. The rewards are based on the team's average score, so they can motivate them. The use of a scoring system in the STAD model is to emphasize progress rather than the correct percentage of answers.

METHOD

This research is a classroom action research .) Classroom action research is a research conducted by teachers in their own classes through self-reflection with the aim of improving the quality of the learning process in the classroom, so that student learning outcomes can be improved (Daryanto, 2011: 4).

The approach chosen in this classroom action research is a qualitative approach. According to McMillan and Schumacher (in Syamsudin, 2011: 73) qualitative research is an approach also called investigative approach because usually researchers collect data by face to face face-to-face and interact with people in place of research.

This research was conducted in class VII B SMP Negeri 7 Cimahi in accordance with the face-to-face schedule in the semester program that has been prepared by researchers at the beginning of the school year.

The subject of this research is the students of class VII B semesters 2. Of the five existing classes, research conducted only on one class, namely the class VII B. This is with the consideration that the characteristics of class VII B is a less active class. Each time the teaching and learning activities are conducted, few students dare or take the initiative to ask questions. Similarly, when distimulus in the form of some questions, only one or two students who dared to raise a hand to answer. With this research is expected to change the characteristics of students of class VII B from less active students to active and appreciative students. The process of collecting data in this research is done by doing the test.

RESULTS AND DISCUSSION

Result

Next is the recapitulation of post test result of student in cycle I :

Table 1. Recapitulation of Student Post Test Result In Cycle I

No	Description	Results of Cycle I
1	The average value of the test post	63,71
2	Number of students who complete the study	9
3	Percentage mastery learning	25.71

From the table above can be explained that by applying STAD type cooperative learning model obtained the average value of student achievement is 63.71 and completeness of learning reached 25.71% or there are 9 students from 35 students have been completed. The result shows that in the first cycle the students are not yet finished learning, because the students get the value of ≥ 75 only 25.71% smaller than the desired percentage of completeness that is equal to 85%. This is because students are still less active in learning by using STAD type cooperative learning model.

In cycle II, the outline of learning activities by applying STAD type cooperative learning has been implemented well.

Following ne ad postes recapitulation of the students in the second cycle:

Table 2. Recapitulation of Student Post Results In Cycle II

No	Description	Results Cycle II
1	The average value of the test post	77.29
2	Number of students who complete the study	31
3	Percentage mastery learning	88.57

From the table above can be explained that by applying STAD type cooperative learning model obtained the average value of student achievement is 77.29 and learning completeness reached 88.57% or there are 31 students from 35 students have been completed. The results show that in the second cycle has been completed in the classical student learning, because students get ≥ 75 by 88.57%, this means greater than the desired percentage of completeness that is equal to 85%. This is because students are active in learning using STAD type cooperative learning model.

Discussion

Data supporting the success in this classroom action research can be summarized as below:

1. Revising again the composition of the lesson plans, ranging from teaching materials, worksheets, media and props as well as evaluation instruments as a follow-up of reflection activities have a significant impact on learning completeness.
2. The use of STAD type cooperative learning model supported by the maxim of learning media is very impressive in the students themselves, so that the ability of students to capture the mastery of the subject matter more leverage.
3. Supported by inputs and criticism from the observer at the reflection stage, both in cycle 1 and cycle 2 there is an increase in student achievement. Increased student achievement with the use of STAD type cooperative learning model seen from the acquisition of student scores both in cycle 1 and cycle 2.

CONCLUSION

Based on the data and results presented in the study, the overall data showed an increase in student achievement through the use of STAD type of STI learning model in h impunan, thus supporting the basic assumption that " Learning by using STAD type learning model can improve the results student learning on the subject of the Association "Improvement of student achievement that is seen is the increasing percentage of student activeness and increasing post test.

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